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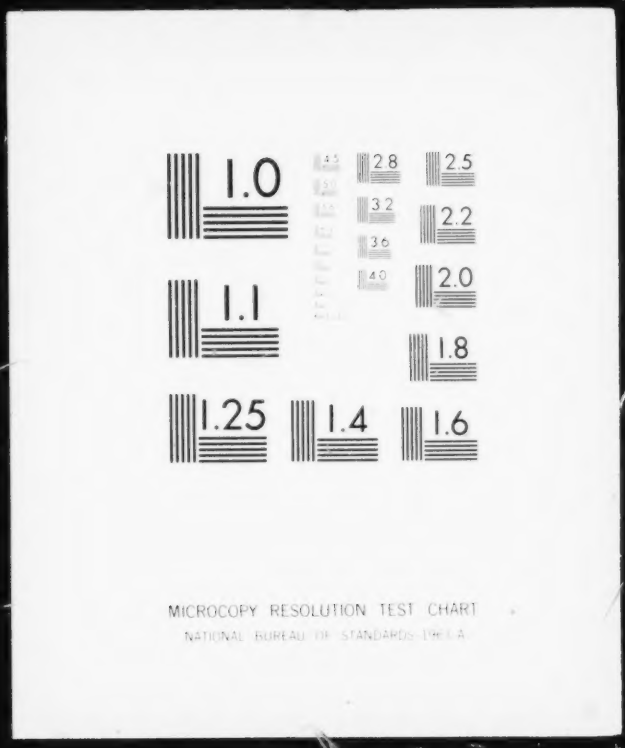

DOCUMENT RESUME

ED 083 973 JC 730 269

TITLE	COPES Guide: Community College Occupational Programs Evaluation System. Subsystem: Consumer and Homemaking Education.
INSTITUTION	California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE	9 May 73
NOTE	41p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Community Colleges; *Consumer Education; Evaluation Techniques; *Homemaking Education; *Program Evaluation; Program Improvement; School Visitation; Self Evaluation; *Vocational Education
IDENTIFIERS	California; COPES

ABSTRACT

The purpose of the COPES subsystem in consumer and homemaking education (CHE) is the improvement of the quality and availability of CHE programs and services for students of California community colleges. It achieves this purpose by: (1) providing easily administered procedures for studying CHE programs, (2) offering professional assistance in application of the subsystem, (3) encouraging the involvement of many persons with views on the college's CHE programs and services, and (4) two other methods. The subsystem's application will help a college assess what exists in relation to what is desirable in consumer and homemaking education. Application of the subsystem has seven steps: college decision, preliminary contact, team formation, college orientation, completion of instruments, team site visit, and a written report. (Author/CK)

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JC 730 269

COPES

COMMUNITY COLLEGE
OCCUPATIONAL PROGRAMS
EVALUATION SYSTEM

GUIDE

SUBSYSTEM: CONSUMER AND HOMEMAKING EDUCATION

sponsorship:
CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
Sacramento, California

management:
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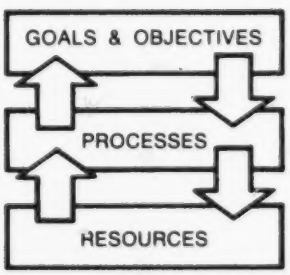
development, refinement:
COMMUNITY COLLEGE PROFESSIONALS;
BUSINESS, INDUSTRY AND PUBLIC
REPRESENTATIVES



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Foreword

Among the many occupational programs offered by California Community Colleges, few have more widespread applicability than consumer and homemaking education. Certainly none makes a greater contribution in terms of imparting life skills and defining values.

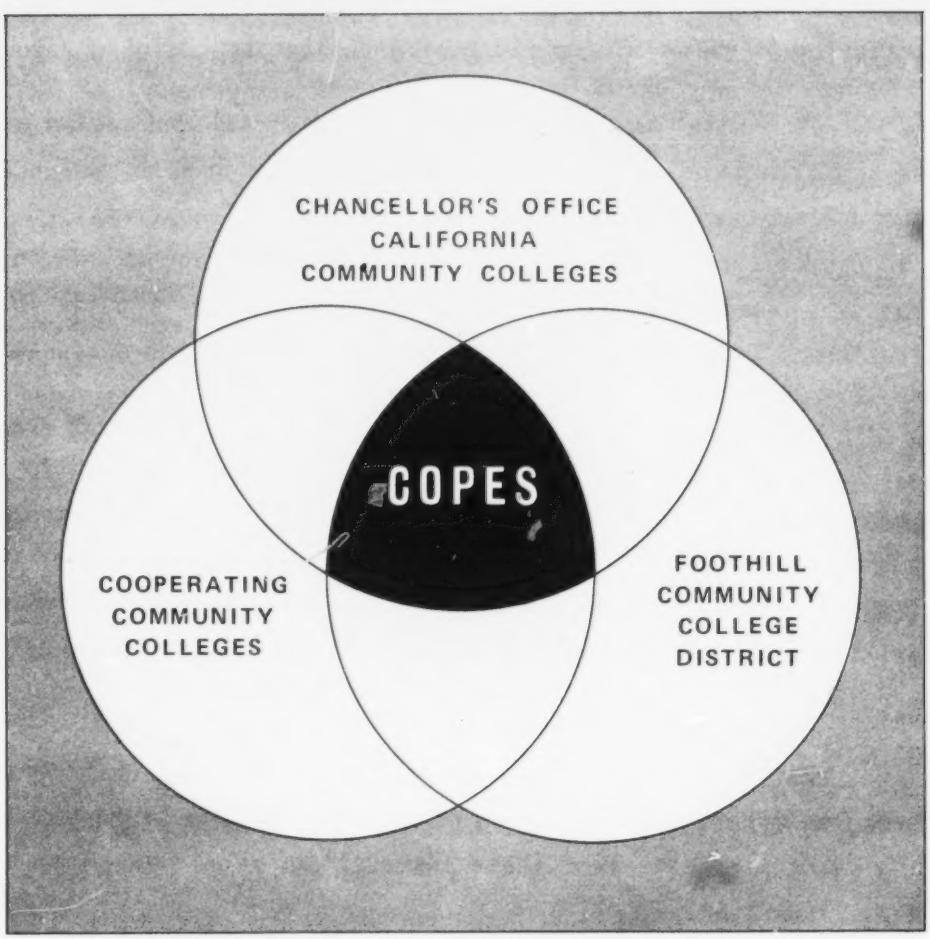
This vital function deals with individual and family well-being and effective utilization of resources, as well as management of the dual roles of wage earner and homemaker. I am gratified that our sponsorship of COPES has resulted--among other accomplishments--in the development of a subsystem and the drafting of a guide for evaluation of Community College consumer and homemaking education programs.

We are appreciative of the countless hours devoted to this important task by the many college and community representatives throughout the state who have been involved. It is our sincere hope that their efforts will be rewarded by future achievement of educational improvements through application of the subsystem and use of this guide.

We invite suggestions for subsystem and guide refinements, in order to assure that California Community College students may derive maximum benefit from their instruction.

Sidney W. Brossman, Chancellor
California Community Colleges

COPES COOPERATIVE LEADERSHIP MODEL FOR IMPROVING OCCUPATIONAL EDUCATION



Introduction

Ready for application and possibly further refinement, the COPES subsystem for evaluating consumer and homemaking education (CHE) programs represents a cooperative effort between local community colleges and the Chancellor's Office.

Teachers, counselors, administrators, students, advisory committee members and other community representatives were involved in large numbers, in both the developmental and pre-testing phases of the project, coordinated by Shirley B. McGillicuddy, consulting home economist. All 18 colleges which participated in COPES evaluations during 1972-73 gave insight; special acknowledgment is made of the nine representative California community colleges which played a particularly active part: American River College, Cabrillo College, Glendale College, Orange Coast College, Porterville College, College of the Redwoods, San Diego City College, College of San Mateo and Santa Barbara City College.

Velma S. Johnston, specialist, home economics education, Chancellor's Office, and COPES team members with specialization in consumer and homemaking education were most helpful in gathering information about the current "state of the art" and suggesting procedures and instruments for subsystem application. These members included: Lenore H. Eisenstein, chairman, home economics department, Los Angeles Harbor College; Virginia Gries, director of home economics, Pacific Gas & Electric Company, San Francisco; Chester P. Gromacki, director of vocational education, Community College District, North Orange County; John R. Luther, coordinator of occupational education, Los Angeles Community College District; Betty McKown, chairman, home economics, Fullerton Junior College; Rosella O. Reinertson, chairman, home economics division, Long Beach City College; and Richard E. Whiteman, dean of vocational education, Cerritos College.

Grateful thanks are expressed to all who contributed so generously of time, thought and energy.

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COPES SUBSYSTEM:
CONSUMER AND HOMEMAKING EDUCATION (CHE)

WHAT THE SUBSYSTEM IS

COPES Subsystem: Consumer and Homemaking Education (CHE) is a specialized part of COPES (Community College Occupational Programs Evaluation System). It has as its purpose the improvement of the quality and availability of CHE programs and services for students of California community colleges.

Modeled on the thoroughly tested, simple and consistent COPES system design, the subsystem facilitates achievement of its purpose by:

- Providing easily administered procedures and instruments for studying CHE programs and services of a college.
- Offering competent professional assistance in subsystem application at a college.
- Encouraging the involvement of many persons with views on the college's CHE programs and services.
- Identifying college CHE strengths and needs for improvement.
- Establishing a framework for college planning and unified action in implementation of plans.

HOW THE SUBSYSTEM MAY BE USED

Application of COPES Subsystem: CHE will help a college assess <u>what</u> <u>is</u> in relation to <u>what</u> <u>is</u> <u>desirable</u> in consumer and homemaking education.

The subsystem can be used independently. However, it is designed to be used in conjunction with the overall COPES system. In fact, it will be most effective when approached in this way, since the full spectrum of home economics programs, including home economics related occupations, would thus be included in the appraisal process.

HOW THIS GUIDE SHOULD BE USED

The COPES Subsystem Guide: CHE, with procedures and instrumentation, augments the COPES System Guide. Since the System Guide contains important general information not duplicated here, it should be studied together with this guide by any college considering application of the subsystem.

APPLICATION OF COPES SUBSYSTEM: CHE

STEPS IN APPRAISAL

STEP ONE--College Decision

See same step in COPES System Guide. (Reminder: Although the CHE subsystem can be applied independently of the COPES system, it will be most effective when used in conjunction with the system, as explained above.)

STEP TWO--Preliminary Contact

See same step in COPES System Guide.

STEP THREE--Team Formation

When, as recommended, the CHE subsystem is used in conjunction with a COPES system appraisal, the COPES site visit team

is selected to include 1 or 2 (depending on the magnitude of the CHE program of the college) CHE specialist(s) or COPES participant(s) trained to apply the CHE subsystem. For a college with a limited CHE program, the CHE team specialist should be expected to perform as a team generalist in addition to the CHE special assignment.

The specialist (or the designated subsystem team chairman, if 2 specialists are involved) becomes the official liaison representative concerning CHE evaluation. From the time of team selection this person is the intermediary between the college and all persons outside the district assisting in the study.

STEP FOUR-- College Orientation

When the site team chairman for the COPES system appraisal visits the college to assist in orientation and planning, a separate orientation interview is held with the home economics department chairman or other appropriate administrator to discuss preparation for the subsystem application, including:

- Review of types of respondents to be reached with CHE instruments.
- Interviews and observations of activities and classes that might be scheduled during the site visit.
- Specific CHE materials of the college to be included in the package sent to the CHE specialist(s) on the team prior to the team visit or to be made available for review after the team arrives on campus. Included might be such materials as the District Plan, application for Part F funds, budgets, lists of consumer and homemaking education courses, description of programs for the

economically depressed, community needs analyses and advisory committee minutes.

(See page 8 for orientation procedures.)

STEP FIVE--Completion of Instruments

College personnel and others in the district participating in the subsystem application complete and return their perceptions instruments. (These instruments are briefly discussed on page 8 and are shown in the instrumentation section of this guide.)

Except for Form CHE-1, which is the official college position, all subsystem instrument responses are confidential. They will therefore be returned in sealed envelopes to the designated college contact for forwarding to a COPES service center, which will tabulate the data in readily usable form.

STEP SIX--Team Site Visit

In determining the assignment of regular site visit functions to the CHE subsystem specialist(s), the site visit team chairman gives priority consideration to the CHE assignment and the responsibility to validate the college's consumer and homemaking education self-appraisal.

Delegated responsibilities for the subsystem during the site visit will include:

- Review of appropriate CHE materials provided by the college and COPES (if not received or not studied in advance of the visit) and identification of, request for and review of additional materials that have value for effective validation of the college self-appraisal.

- Interviews with CHE administrators and full- and part-time instructional staff, general administrators and counselors, community resource persons and (where deemed necessary to augment perceptions instrument responses) students; observations of programs on campus and in the community.
- Completion of Form CHE-7 (Summary Profile by Site Visit Team).
- Oral presentation and informal discussion of findings. This function may be treated informally in a small session involving appropriate college personnel, the team chairman and the CHE specialist(s), rather than as a part of the overall COPES oral report..
- Written report summarizing the oral discussion. This report is to be completed in draft form before termination of the site visit and provided to the site visit team chairman.

STEP SEVEN-- Written Report

The draft report will be edited as necessary, prepared in final form and forwarded to the college by the site visit team chairman as part of the overall COPES written report.

The subsystem report is for the use of the college leadership in dissemination of findings and will summarize:

- When and where the subsystem oral presentation was held, and who was in attendance.
- Strengths of the college's consumer and homemaking education programs and services, as perceived by the site visit specialist(s).

- Needs for improvement meriting priority consideration.
- Other information considered constructive.

Appended to the report will be Form CHE-7 (Summary Profile by Site Visit Team). Other pertinent appendices also will be attached. to include such subsystem details as identification of the specialist(s), site visit activities, sources of information in general terms, and summaries of subsystem perceptions of college staff, students and community representatives.

INSTRUMENTATION

To facilitate its application, COPES Subsystem: CHE provides several easily used instruments. These include:

- Form CHE-1, College Self-Appraisal. Represents the official college view of its consumer and homemaking education programs. Contains a self-rating on various aspects of the college's CHE programs, including scope and quality. Forwarded by college to designated COPES service center. Reproduced by center and distributed to CHE specialist(s) prior to site visit.
- Form CHE-2, Perceptions of CHE Professionals. Completed by CHE teachers and administrators. Provides their perceptions of CHE at the college and through the college in the community. Returned to designate at college in sealed envelope. Forwarded unopened to COPES service center for tabulation. Results furnished to COPES team specialist(s) prior to site visit.
- Form CHE-3, Perceptions of Generalists. Completed by persons at the college who look at CHE from the viewpoint of a generalist--such as dean of instruction, dean of student services, chief occupational

education administrator, instructors from other disciplines and counselors. Returned to designate at college in sealed envelope. Forwarded unopened to COPES service center for tabulation. Results furnished to COPES team specialist(s) prior to site visit.

- Note: No Form 4 in subsystem.
- Form CHE-5, Student Perceptions. Short form which provides students an opportunity to express their views of the CHE campus or community programs in which they are or previously have been enrolled. Returned to designate at college in sealed envelope by class. Forwarded unopened to COPES service center for tabulation. Results distributed to COPES team specialist(s) prior to site visit.
- Form CHE-6, Community Perceptions. Short form designed to obtain views of advisory committee members, other community resource persons and part-time instructors including evening college in the consumer and homemaking education programs. Forwarded unopened to COPES service center for tabulation. Results distributed to COPES team specialist(s) prior to site visit.
- Form CHE-7, Summary Profile by Site Visit. Used by site visit specialist(s) to summarize perceptions of various aspects of CHE at the college. Used as basis for oral presentation to the college. Appended to site visit written report to college president.
- Form 8, Information Gathering Sheet. For use by COPES subsystem team member(s) for taking notes during site visit. (See COPES System Instrumentation.)
- Form CHE-A Summary (123). Computer tabulation showing distribution of responses by item on CHE Forms 1, 2 and 3. Prepared by COPES service center. Only totals for

occupational and administrator/counselor respondents shown. Considered non-confidential. Available to college administration and other participant groups. Appended to written report to college.

- Form CHE-D (5). Computer tabulation showing distribution of responses by item on Form CHE-5. Prepared by COPES service center. Distributed to subsystem specialist(s) prior to site visit. Table showing totals by item appended to written report to college.
- Form CHE-E (6). Computer tabulation showing distribution of responses by item on Form CHE-6. Prepared by COPES service center. Distributed to subsystem specialist(s) prior to site visit. Table showing totals by item appended to written report to college.

ORIENTATION

When, as recommended, the CHE subsystem is used in conjunction with a COPES system appraisal, it may be desirable to add to the procedures suggested under this same heading in the COPES System Guide a separate orientation session for the CHE cluster and interested administrators.

Preferably this session should be conducted by the COPES site visit chairman during his orientation visit. Subsequent presentations, if desired, may be made by a designate at the college.

ACTION BY COLLEGE

As with the overall COPES system, so with this subsystem: The purpose of self-study is action, if improvement is indicated. Action by the college as a result of COPES' findings is a local

responsibility. It is assumed that these findings will be reflected in the district's one-year and five-year plans for vocational education as well as other constructive planning and action which may be advantageous to the college.

TIME GUIDELINES IN SCHEDULING

The convenient scheduling of the seven steps of COPES requires 65 working days or about three months, whether the subsystem is applied in conjunction with the system or separately. The elapsed days from Step 1 for each of the succeeding steps are shown on page 10. This scheduling guideline suggests that, except under unusual circumstances, a request should not be made after February 1 for COPES assistance in that academic year. Ideally a college should make its request prior to or early in an academic year.

PARTICIPANT TIME REQUIREMENTS

The amount of time required of college participants in applying the subsystem has not been sufficiently field-tested to provide accurate estimates. It will depend upon the extent to which the college desires to involve teachers, administrators and counselors, students, and community representatives in this subsystem appraisal. Because fewer total people will be involved, the total amount of time should be substantially less than for the COPES overall system. Tested individual participant time requirements relating to the overall system appear in the COPES GUIDE describing the system.

COPES SCHEDULING GUIDELINES

Step	Action	Maximum Elapsed Days* From Request
1	College request for assistance on self-appraisal	0
2	Initial planning of COPES subsystem activities with chief college administrator	5
3	Appointment of COPES site visit team	10
4	Orientation and planning visit to college by site visit chairman	20
5	Completion and return of perceptions instruments to COPES service center	35
6	Site visit and oral presentation by site visit team	55
7	Written summary of oral presentation	65

* Based on 5-day work week.

INSTRUMENTS
COPES Subsystem: CHE

COPES SUBSYSTEM: CHE
The California Community Colleges

COLLEGE SELF-APPRAISAL

OF CONSUMER AND HOMEMAKING EDUCATION

This form, when completed by the college president or his designate, will represent the official college view of the current status of its consumer and homemaking education programs and, where applicable, the use of Part F funds.

Typically, the person designated to complete this form will be the director or coordinator of occupational education for the college or a division chairman or department head who has management responsibility for CHE.

The response format is organized into the major components of the Community College Occupational Programs Evaluation System (COPES), namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

Candid responses, based on experiences at the college, will be of great help in the evaluation effort and the resulting suggestions for improvement. The respondent is asked to rate each item on a five-point scale ranging from ***poor*** (1) to ***excellent*** (5). Only one rating is to be checked for each item. If the respondent does not have enough information to rate an item, ***don't know*** should be indicated to the right of the ***excellent*** box.

In addition to the ratings, a sheet is provided for elaboration on specific factors related to community needs identification, and scope and content of programs and services.

The information provided by completion of this form will be distributed on a confidential basis to the CHE specialist(s) on the COPES site visit team prior to the visit to the college. It will be used as background for interviewing and study of pertinent materials during the visit.

Since the information represents the official college position, this cover page should be signed by the person completing this form (typically the director or coordinator of occupational education for the college or a division chairman or department head who has management responsibility for CHE) and by the college president.

Thank you for your cooperation in the interest of quality programs and services in consumer and homemaking education.

Person Completing This Form:

_____ (Signature)	_____ (Title)
_____ (College)	_____ (Date)

President:

_____ (Signature)	_____ (Title)
_____ (College)	_____ (Date)

Confidential

College: _____ **CHE-1**

Date: _____

COPES SUBSYSTEM: CHE
The California Community Colleges

COLLEGE SELF-APPRAISAL

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
GOALS AND MEASURABLE PROGRAM OBJECTIVES								
1.1	Goal(s) (broad purpose) for CHE programs.	16						
1.2	Development of measurable learner performance objectives in organizing CHE programs.	17						
1.3	Planned CHE enrollments in relation to community needs (e.g., social and cultural conditions, special needs of economically disadvantaged.)	18						
1.4	Actual CHE program enrollments in relation to planned enrollments.	19						
PROCESSES: INSTRUCTIONAL PROGRAMS		20						
2.1	Concurrence of CHE programs with district vocational education plan submitted to state annually.	21						
2.2	Quality of CHE instruction, in general.	22						
2.3	Provision of educational opportunities consistent with community needs (e.g., social and cultural conditions, needs of youth and families, special needs of economically disadvantaged) for consumer performance and dual role responsibilities.	23						
2.4	Articulation with other educational organizations in your area (e.g., high schools, other community agencies and colleges) in providing for community CHE needs.	24						
PROCESSES: SUPPORT PROCESSES		25						
3.1	Administration's commitment to CHE.	26						
3.2	Organization for effective coordination and direction of CHE (e.g., on campus, in the community, day and evening college)	27						
3.3	Recruitment into CHE programs.	28						
3.4	Promotion of CHE program strengths, merits, and opportunities to the public and its decision-making representatives.	29						
3.5	Systematic collection and translation of information on community consumer and homemaking needs (e.g., social and cultural, special needs of economically disadvantaged).	30						
3.6	Up-dating of instructional content and method in relation to current consumer and homemaking needs, practices and trends.	31						

32

Please disregard. To be used for data processing.

5/9/73

COPES SUBSYSTEM: CHE
The California Community Colleges

COLLEGE SELF-APPRAISAL

RESOURCES

4.1	Number of instructors necessary for CHE program effectiveness.	33
4.2	Qualifications, including practical experience, of CHE instructional staff (e.g., bilingual, ability to relate to disadvantaged).	34
4.3	In-service education opportunities and support for CHE faculty, including conference attendance, curriculum development.	35
4.4	Adequacy and availability of CHE instructional facilities, excluding equipment.	36
4.5	Adequacy and availability of CHE instructional equipment.	37
4.6	Adequacy and availability of CHE instructional materials (e.g., textbooks, reference books, visual aids, mock-ups).	38
4.7	Use of individualized CHE instruction (e.g., programmed learning, self-paced instruction, tutoring).	39
4.8	Composition and use of CHE advisory committees.	40
4.9	Participation of advisory committees in shaping CHE programs.	41
4.10	Use of community resources in CHE class instruction (e.g., field trips, outside speakers, borrowed equipment).	42
4.11	Provisions in current operating budget for CHE (including 40% of entitlement spent for disadvantaged programs).	43
4.12	Provisions in capital outlay and equipment repair budget for CHE.	44

Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
45						

COPES SUBSYSTEM: CHE
The California Community Colleges

COLLEGE SELF-APPRAISAL

Please answer the following questions. (Use back of page and extra sheets if necessary.)

1. In relation to community needs (social, cultural, identified economically depressed or high unemployment areas), how would you rate the scope and quality of your college's provisions for individuals enrolled in consumer and homemaking education?

	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
Scope in relation to needs						
Quality						

2. Please list these programs or services concisely below.

3. If either scope or quality is rated below excellent in Question 1 above, please state concisely what is needed to achieve excellence.

4. How are community needs identified (i. e., sources of information, involvement of community, etc.)? Please describe procedures and sources briefly below.

COPES SUBSYSTEM: CHE
The California Community Colleges

COLLEGE CHE PROFESSIONALS' PERCEPTIONS

OF COLLEGE CONSUMER AND HOMEMAKING EDUCATION PROGRAMS

Your college has requested appraisal of its consumer and homemaking education programs through application of a subsystem of the Community College Occupational Programs Evaluation System (COPES).

A particularly important part of the appraisal process is the obtaining, and synthesizing, of the views and perceptions of professionals at the college who are directly involved in CHE, as teachers and administrators.

This form is designed to obtain your perceptions, based on your experiences at the college. Your candid rating of the items contained in this information request, as well as your supplementary comments, will be of great help in the evaluation effort and the resulting suggestions for improvement.

The information you provide will be strictly confidential. It will be seen only by COPES research members responsible for tabulating the information. When tabulations are complete, your information sheets will be destroyed.

Please do not sign this form. But please do be sure to provide the identification requested for purposes of tabulation.

COPES SUBSYSTEM: CHE
The California Community Colleges

PERCEPTIONS OF CHE PROFESSIONALS

INSTRUCTIONS TO RESPONDENTS

On the following pages you are asked to give your perceptions of CHE programs and services provided by your college. Items you are asked to rate, based on your own experiences at the college, are grouped into the major COPES components, namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

We shall appreciate your rating these items by checking your best judgment on a five-point scale ranging from ***poor*** to ***excellent***. Only check one answer per item, but be sure to check every item so information from your college will be complete. A ***don't know*** column is also provided for checking when that response is appropriate.

Poor ratings should be given on items which in your judgment are totally inadequate, ***excellent*** ratings on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. ***Good*** is a strong rating, and ***acceptable*** one which is adequate in terms of current practice but is neither strong nor seriously below expectations.

In brief, ratings are relative to what you consider to be typical current practice. It is important to remember that:

- These are your perceptions, not those of your department or committee, so please work independently.
- Your first impression probably is best and should be used in your rating.
- At the end of the instrument, you will have an opportunity to elaborate on factors you consider particularly important.
- Your responses are strictly confidential. Your responses will be forwarded unopened to the COPES Service Center for tabulation. Responses are grouped to insure confidentiality.

THANK YOU FOR YOUR COOPERATION.

CHE-2

COPES SUBSYSTEM: CHE
The California Community Colleges

IDENTIFY YOUR POSITION BY CHECKING THE PROPER RESPONSE BELOW OR YOUR TIME AND IDEAS WILL BE LOST TO US. CHECK ONLY ONE ANSWER, WHICH SHOULD REPRESENT YOUR AREA OF PRIMARY RESPONSIBILITY.

_____ COLLEGE OR DISTRICT GENERAL ADMINISTRATOR

_____ COLLEGE OR DISTRICT OCCUPATIONAL EDUCATION DIRECTOR OR COORDINATOR

_____ ADMINISTRATOR

_____ COUNSELOR

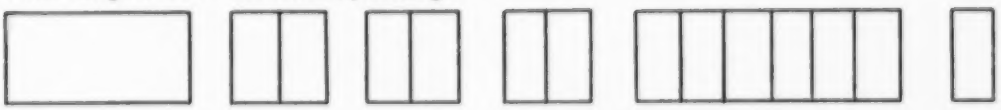
_____ OTHER (SPECIFY)_____

_____

COLLEGE_____

DATE_____

Please disregard. To be used for data processing.



College _____

Date _____

COPES SUBSYSTEM: CHE
The California Community Colleges

PERCEPTIONS OF CHE PROFESSIONALS

GOALS AND MEASURABLE PROGRAM OBJECTIVES

			Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1.1	Goal(s) (broad purpose) for CHE programs.	16							
1.2	Development of measurable learner performance objectives in organizing CHE programs.	17							
1.3	Planned CHE enrollments in relation to community needs (e.g., social and cultural conditions, special needs of economically disadvantaged.)	18							
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PROCESSES: INSTRUCTIONAL PROGRAMS		20							
2.1	Concurrence of CHE programs with district vocational education plan submitted to state annually.	21							
2.2	Quality of CHE instruction, in general.	22							
2.3	Provision of educational opportunities consistent with community needs (e.g., social and cultural conditions, needs of youth and families, special needs of economically disadvantaged) for consumer performance and dual role responsibilities.	23							
2.4	Articulation with other educational organizations in your area (e.g., high schools, other community agencies and colleges) in providing for community CHE needs.	24							
PROCESSES: SUPPORT PROCESSES		25							
3.1	Administration's commitment to CHE.	26							
3.2	Organization for effective coordination and direction of CHE (e.g., on campus, in the community, day and evening college).	27							
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3.4	Promotion of CHE program strengths, merits, and opportunities to the public and its decision-making representatives.	29							
3.5	Systematic collection and translation of information on community consumer and homemaking needs (e.g., social and cultural, special needs of economically disadvantaged).	30							
3.6	Up-dating of instructional content and method in relation to current consumer and homemaking needs, practices and trends.	31							
		32							

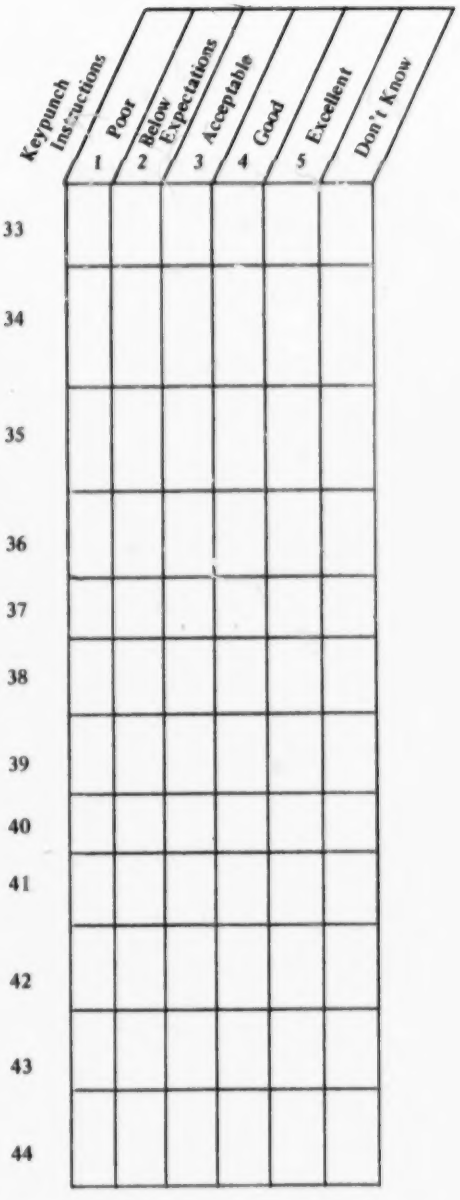
5/9/73

COPES SUBSYSTEM: CHE
The California Community Colleges

PERCEPTIONS OF CHE PROFESSIONALS

RESOURCES

4.1	Number of instructors necessary for CHE program effectiveness.	33
4.2	Qualifications, including practical experience, of CHE instructional staff (e.g., bilingual, ability to relate to disadvantaged).	34
4.3	In-service education opportunities and support for CHE faculty, including conference attendance, curriculum development.	35
4.4	Adequacy and availability of CHE instructional facilities, excluding equipment.	36
4.5	Adequacy and availability of CHE instructional equipment.	37
4.6	Adequacy and availability of CHE instructional materials (e.g., textbooks, reference books, visual aids, mock-ups).	38
4.7	Use of individualized CHE instruction (e.g., programmed learning, self-paced instruction, tutoring).	39
4.8	Composition and use of CHE advisory committees.	40
4.9	Participation of advisory committees in shaping CHE programs.	41
4.10	Use of community resources in CHE class instruction (e.g., field trips, outside speakers, borrowed equipment).	42
4.11	Provisions in current operating budget for CHE (including 10% of entitlement spent for disadvantaged programs).	43
4.12	Provisions in capital outlay and equipment repair budget for CHE.	44
		45



5/9/73

CHE-2

COPES SUBSYSTEM: CHE
The California Community Colleges

PERCEPTIONS OF CHE PROFESSIONALS

Please answer the following: (Use back of page and extra sheets if necessary).

1. What are the chief strengths of your consumer and homemaking education program?

2. What are the needed major improvements, if any, in your consumer and homemaking education program and what action is required to achieve these improvements?

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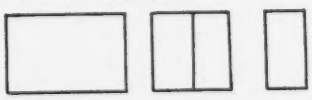


COPES SUBSYSTEM: CHE
The California Community Colleges

COLLEGE GENERALISTS' PERCEPTIONS

OF CONSUMER AND HOMEMAKING EDUCATION PROGRAMS

Your college has requested appraisal of its consumer and homemaking education (CHE) programs through application of a subsystem of the Community College Occupational Programs Evaluation System (COPES).

An important part of the appraisal process is the obtaining and synthesizing of perceptions by professionals of the college who look at consumer and homemaking education from the viewpoint of a generalist (e.g., dean of instruction, dean of student services, chief occupational education administrator, instructors from other disciplines and counselors).

This form is designed to obtain your perceptions, based on your experiences and observations at the college. Your candid rating of the items contained in this information request, as well as your supplementary comments, will be of great help in the evaluation effort and the resulting suggestions for improvement.

The information you provide will be strictly confidential. It will be seen only by COPES research members responsible for tabulating the information. When tabulations are complete, your information sheets will be destroyed.

Please do not sign this form. But do be sure to provide the identification requested for purposes of tabulation.

COPES SUBSYSTEM: CHE
The California Community Colleges

PERCEPTIONS OF GENERALISTS

INSTRUCTIONS TO RESPONDENTS

On the following pages you are asked to give your perceptions of CHE programs and services provided by your college. Items you are asked to rate, based on your own experiences and observations at the college, are grouped into the major COPES components, namely:

- Goals and Measurable Program Objectives
- Processes: Instructional Programs
  Support Processes
- Resources

We shall appreciate your rating these items by checking your best judgment on a five-point scale ranging from ***poor*** to ***excellent***. Only check one answer per item, but be sure to check every item so information from your college will be complete. A ***don't know*** column is also provided for checking when that response is appropriate.

Poor ratings should be given on items which in your judgment are totally inadequate, ***excellent*** ratings on those considered nearly ideal or exemplary in relation to other programs with which you are familiar. ***Good*** is a strong rating, and ***acceptable*** one which is adequate in terms of current practice but is neither strong nor seriously below expectations.

In brief, ratings are relative to what you consider to be typical current practice. It is important to remember that:

- These are your perceptions, so please work independently.
- Your first impression probably is best and should be used in your rating.
- At the end of the instrument, you will have an opportunity to elaborate on factors you consider particularly important.
- Your responses are strictly confidential. Your responses will be forwarded unopened to the COPES Service Center for tabulation. Responses are grouped to insure confidentiality.

THANK YOU FOR YOUR COOPERATION.

Confidential

CHE-3

COPES SUBSYSTEM: CHE
The California Community Colleges

PLEASE IDENTIFY YOUR POSITION AND THE COURSES YOU TEACH BELOW OR YOUR TIME AND IDEAS WILL BE LOST TO US. CHECK ONLY ONE POSITION, WHICH SHOULD REPRESENT YOUR AREA OF PRIMARY RESPONSIBILITY.

____ DIVISION CHAIRMAN
(specify cluster)_____

____ DEPARTMENT CHAIRMAN
(specify program)_____

____ INSTRUCTOR
(specify program)_____

____ OTHER
(specify)_____

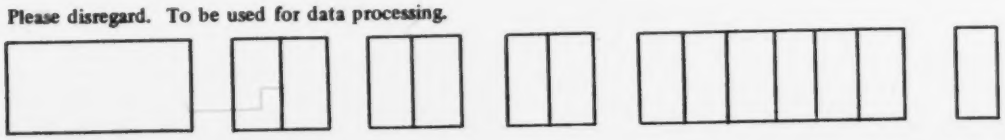
IF YOU TEACH, PLEASE LIST BY CATALOG TITLE THE COURSES YOU ARE CURRENTLY TEACHING:

Catalog Title	Units

COLLEGE_____

DATE_____

Please disregard. To be used for data processing.



5/9/73

Confidential

College: _____

Date: _____

COPES SUBSYSTEM: CHE
The California Community Colleges

PERCEPTIONS OF GENERALISTS

GOALS AND MEASURABLE PROGRAM OBJECTIVES

1.1 Goal(s) (broad purpose) for CHE programs.

1.2 Development of measurable learner performance objectives in organizing CHE programs.

1.3 Planned CHE enrollments in relation to community needs (e.g., social and cultural conditions, special needs of economically disadvantaged).

1.4 Actual CHE program enrollments in relation to planned enrollments.

PROCESSES: INSTRUCTIONAL PROGRAMS

2.1 Concurrence of CHE programs with district vocational education plan submitted to state annually.

2.2 Quality of CHE instruction, in general.

2.3 Provision of educational opportunities consistent with community needs (e.g., social and cultural conditions, needs of youth and families, special needs of economically disadvantaged) for consumer performance and dual role responsibilities.

2.4 Articulation with other educational organizations in your area (e.g., high schools, other community agencies and colleges) in providing for community CHE needs.

PROCESSES: SUPPORT PROCESSES

3.1 Administration's commitment to CHE.

3.2 Organization for effective coordination and direction of CHE (e.g., on campus, in the community, day and evening college).

3.3 Recruitment into CHE programs.

3.4 Promotion of CHE program strengths, merits, and opportunities to the public and its decision-making representatives.

3.5 Systematic collection and translation of information on community consumer and homemaking needs (e.g., social and cultural, special needs of economically disadvantaged).

3.6 Up-dating of instructional content and method in relation to current consumer and homemaking needs, practices and trends.

Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						

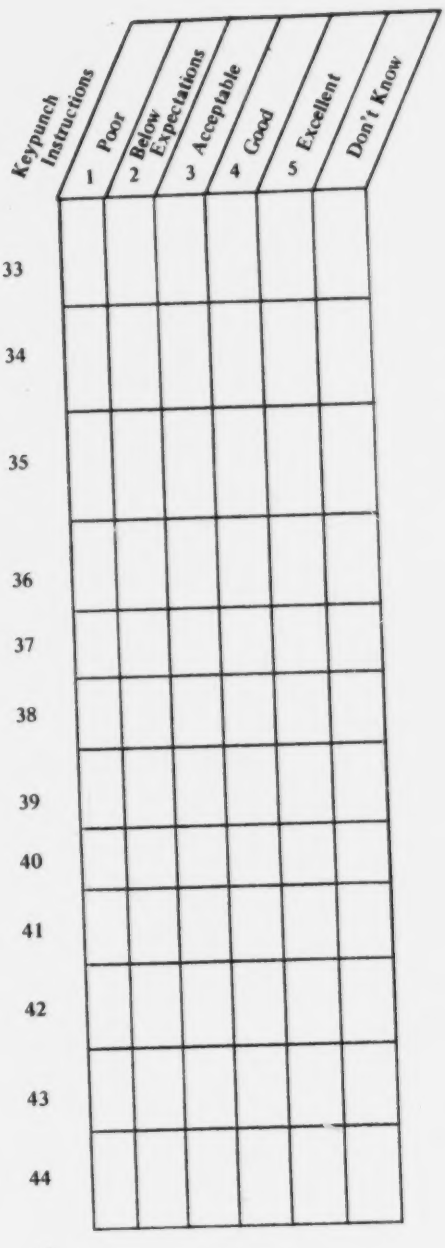
5/9/73

COPES SUBSYSTEM: CHE
The California Community Colleges

PERCEPTIONS OF GENERALISTS

RESOURCES

4.1	Number of instructors necessary for CHE program effectiveness.	33
4.2	Qualifications, including practical experience, of CHE instructional staff (e.g., bilingual, ability to relate to disadvantaged).	34
4.3	In-service education opportunities and support for CHE faculty, including conference attendance, curriculum development.	35
4.4	Adequacy and availability of CHE instructional facilities, excluding equipment.	36
4.5	Adequacy and availability of CHE instructional equipment.	37
4.6	Adequacy and availability of CHE instructional materials (e.g., textbooks, reference books, visual aids, mock-ups).	38
4.7	Use of individualized CHE instruction (e.g., programmed learning, self-paced instruction, tutoring).	39
4.8	Composition and use of CHE advisory committees.	40
4.9	Participation of advisory committees in shaping CHE programs.	41
4.10	Use of community resources in CHE class instruction (e.g., field trips, outside speakers, borrowed equipment).	42
4.11	Provisions in current operating budget for CHE (including 40% of entitlement spent for disadvantaged programs).	43
4.12	Provisions in capital outlay and equipment repair budget for CHE.	44



COPES SUBSYSTEM: CHE
The California Community Colleges

PERCEPTIONS OF GENERALISTS

Please answer the following: (Use back of page and extra sheets if necessary).

1. What are the chief consumer and homemaking education strengths of your college?

2. What are the needed major consumer and homemaking education improvements, if any, in your college and what action is required to achieve these improvements?

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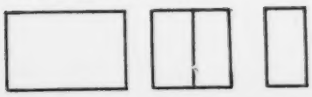

COPES SUBSYSTEM: CHE
The California Community Colleges

COLLEGE STUDENTS' PERCEPTIONS

OF CONSUMER AND HOMEMAKING EDUCATION PROGRAMS

Your college wants to find out how good a job it is doing in providing consumer and homemaking education programs. These programs are called "CHE" programs.

To evaluate CHE programs here and on other campuses in the state, the Chancellor's Office of the California Community Colleges has sponsored development of a special evaluation process, which includes finding out what students think.

This form is designed for that purpose. We think student views are very valuable, and we would appreciate your cooperation in providing the information requested on the following pages.

Many thanks!

Confidential

CHE-5

Name of College _____

COPES SUBSYSTEM: CHE
The California Community Colleges

COLLEGE STUDENTS' PERCEPTIONS

Enrollment Information:
(Check one)

Are you enrolled on campus_____or off campus_____?

Have you declared a college major? Yes ___No____If yes, what is it?_____

DIRECTIONS ON RATING:

Excellent means nearly ideal, top 5 or 10 percent.
Poor is totally inadequate, bottom 5 or 10 percent.
Good is a strong rating, top one third.
Below Expectations is only fair, bottom one third.
Acceptable is average, the middle third.

How would you rate the following:

		Keypunch Instructions	1 Poor	2 Below Expectations	3 Acceptable	4 Good	5 Excellent	Don't Know
1.	Overall reputation of the college within the community?	16						
2.	Your overall rating of your consumer and homemaking education (CHE) programs?	17						
3.	Quality of CHE instruction, in general?	18						
4.	Practical experience of CHE instructors?	19						
5.	Adequacy of instructional facilities and equipment for CHE?	20						
6.	Adequacy and availability of instructional materials for your CHE program (such as textbooks, reference materials, visual aids)?	21						
7.	Integration of consumer education into home economics courses (e.g., family economics and child development and family relations, housing and home furnishings, foods and nutrition, clothing and textiles)?	22						
8.	Your own consumer and homemaking effectiveness as a result of CHE programs or courses?	23						
		24						

Please disregard. To be used for data processing.

COPES SUBSYSTEM: CHE
The California Community Colleges

COLLEGE STUDENTS' PERCEPTIONS

Are you currently enrolled in any consumer and homemaking education classes?

_____Yes _____ No Please explain: (If no, why not?)

What are the strong points of your CHE program (or class)?

What, if anything, would you do to improve your CHE program (or class)?

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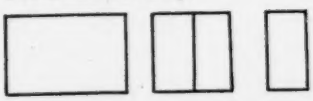


COPES SUBSYSTEM: CHE
The California Community Colleges

COMMUNITY PERCEPTIONS

OF COLLEGE CONSUMER AND HOMEMAKING EDUCATION PROGRAMS

Your community college is conducting a self-appraisal to determine the effectiveness of its consumer and homemaking education programs. These programs are called "CHE" programs.

For the purposes of such self-appraisals, the Chancellor's Office of the California Community Colleges has sponsored development of a special evaluation process, which includes obtaining the very valuable views of a college's CHE advisory committee members and other community representatives, as well as part-time (day and evening) college CHE instructors.

This form is designed to obtain your views. We would greatly appreciate your cooperation in providing the information requested on the following pages. Since your identity will not be linked with your responses, please do not sign the form. But do be sure to specify your relationship with the college by checking the appropriate item at the top of the next page.

Many thanks!

Confidential

CHE-6

PLEASE CHECK ONE:

Advisory Committee Member _____

Community Resource Person _____

Part-time instructor _____

How long have you been a member of this committee? _____

How often does this committee meet? _____

COPES SUBSYSTEM: CHE
The California Community Colleges

In what ways have you been asked to contribute to the college's consumer and homemaking education program (e.g., serving as an outside speaker, arranging field trips)?

_____

DIRECTIONS ON RATING:

Excellent means nearly ideal, top 5 or 10 percent.
Poor is totally inadequate, bottom 5 or 10 percent.
Good is a strong rating, top one third.
Below Expectations is only fair, bottom one third.
Acceptable is average, the middle third.

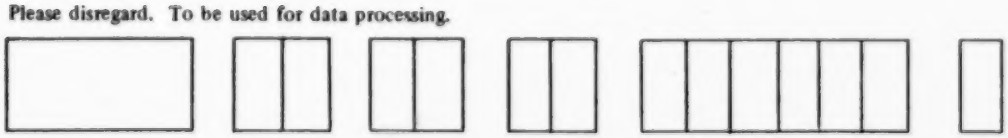
Please answer all questions based on your contact with the college in the capacity of an advisory committee member, part-time instructor or community resource person.

How would you rate the following:

Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know
16						
17						
18						
19						
20						
21						
22						
23						

1. Overall reputation of the college within the community?
2. Reputation of the college's consumer and homemaking (CHE) programs or courses?
3. Promotion of available CHE programs or courses within the community?
4. Community support of CHE?
5. Administration's commitment to CHE?
6. Responsiveness of CHE program to social and cultural conditions and needs of the community in general?
7. Responsiveness of CHE program to needs of the economically depressed or unemployed within the community?

Please disregard. To be used for data processing.



COPES SUBSYSTEM: CHE
The California Community Colleges

COMMUNITY PERCEPTIONS

What are the principal strengths of the college's consumer and homemaking education (CHE) program(s)?

What are the principal needs for improvement in the college's CHE program(s)?

College: _____

Date: _____

CHE-7

COPES SUBSYSTEM: CHE
The California Community Colleges

SUMMMARY PROFILE BY SITE VISIT PROFESSIONAL

GOALS AND MEASURABLE PROGRAM OBJECTIVES

1.1 Goal(s) (broad purpose) for CHE programs.

1.2 Development of measurable learner performance objectives in organizing CHE programs.

1.3 Planned CHE enrollments in relation to community needs (e.g., social and cultural conditions, special needs of economically disadvantaged).

1.4 Actual CHE program enrollments in relation to planned enrollments.

PROCESSES: INSTRUCTIONAL PROGRAMS

2.1 Concurrence of CHE programs with district vocational education plan submitted to state annually.

2.2 Quality of CHE instruction, in general.

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2.4 Articulation with other educational organizations in your area (e.g., high schools, other community agencies and colleges) in providing for community CHE needs.

PROCESSES: SUPPORT PROCESSES

3.1 Administration's commitment to CHE.

3.2 Organization for effective coordination and direction of CHE (e.g., on campus, in the community, day and evening college).

3.3 Recruitment into CHE programs.

3.4 Promotion of CHE program strengths, merits, and opportunities to the public and its decision-making representatives.

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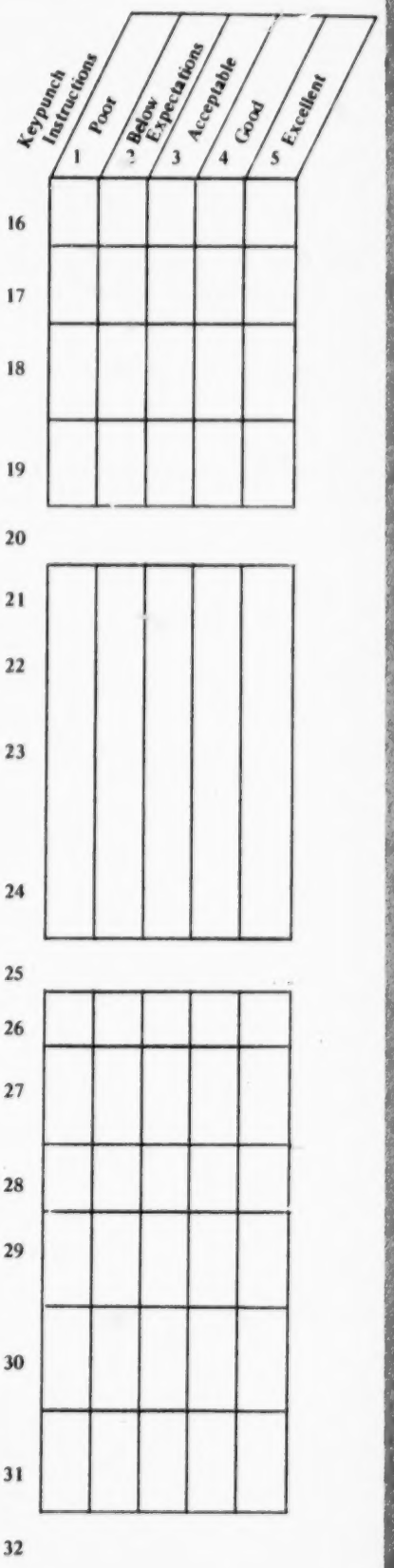

COPES SUBSYSTEM: CHE
The California Community Colleges

SUMMARY PROFILE BY SITE VISIT PROFESSIONAL

RESOURCES

4.1	Number of instructors necessary for CHE program effectiveness.	33
4.2	Qualifications, including practical experience, of CHE instructional staff (e.g., bilingual, ability to relate to disadvantaged).	34
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4.11	Provisions in current operating budget for CHE (including 40% of entitlement spent for disadvantaged programs).	43
4.12	Provisions in capital outlay and equipment repair budget for CHE.	44
		45

Keypunch Instructions	Poor	Below Expectations	Acceptable	Good	Excellent
	1	2	3	4	5

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 7 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION